

Haileybury Almaty

I. Job Information

Job Title:	Whole School Counsellor
Department:	Whole School
Line Manager's Job Title:	Whole School Deputy Head

II. Job Specification

Job purpose: To assist the Whole School Deputy Head in maintaining a vibrant and thriving School as well as working with the SLT in both schools through the evaluation, coordination and development of the pastoral aims and standards of Haileybury Almaty. Through the process of counselling give HAL of pupils and other invested people the opportunity to explore, discover and clarify ways of living more resourcefully and towards greater well-being. To provide a safe, warm, secure and confidential environment that ensures that young people feel comfortable in working with a counsellor and expressing any emotions and conflicts that have arisen. To work with the wider parent community to ensure that they are supported, have a full understanding of the academic and pastoral education we provide as well as supporting them in their parenting. This will include the leadership of a Parent Participation Programme.	
Team Responsibilities: All directors and leaders are expected to work collegiately in order to share good practice, ideas and resources. The Pastoral Support Committee will meet regularly as a team and meetings will be held regularly with the Friends of Haileybury who represent the parents.	
Key Tasks and responsibilities	
Key areas of accountabilitys	Main duties & responsibilities to support achieving accountabilities
1. Pastoral care	<ul style="list-style-type: none">• Play a significant role in the Haileybury Almaty community commitment to Pastoral Care and Well-being for Pupils, Faculty, Staff and Parents and be able to meet all invested parties' needs whilst ensuring counselling is being appropriately tailored toward the individual person.• To play a significant role in developing a young person's sense of responsibility for themselves, their life choices and to foster a sense of empowerment through self-awareness

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2. Safeguarding	<ul style="list-style-type: none"> • To ensure accurate records are kept of their counselling services, including levels of participation, on going and resolved cases and categories of issue which will need to be summarized on a monthly basis within the whole school safeguarding report.
3. Counselling	<ul style="list-style-type: none"> • Provide best practice in the provision of counselling, accompanied by a clear understanding of Duty of Care in Safeguarding and Child Protection that underpins this role. • Support and attend a whole range of issues that arise for pupils within the HAL community, including but not limited to; difficulties with work commitments, academic concerns, stress, mood disorders, bereavement, coping with family tensions, cultural assimilation, and change. • A clear understanding of Duty of Care and the ability to implement school policy and protocols regarding Pupil Well-being, Safeguarding and Child Protection. • Plan out a weekly schedule that allows for pre-scheduled sessions and also allows counselling services to be provided for pupils who present for counselling via self-referral, parent referral and teacher /tutor referral. • Work closely and collaboratively with all staff that are in positions of responsibility for Well-being and have the ability to build the necessary level of professional trust with Haileybury community members, in order to ensure those members access the counselling service on offer. • To run one to one and/or group counselling sessions. • Compiling accurate session notes and keeping up to date with logging pupils concerns on the school's safeguarding system – MyConcern. This process will require professional judgment to be exercised in regards to what information needs to be shared with particular staff whilst maintaining the necessary level of confidentiality, in order to provide a complete network of support for the individual pupil.
4. Training	<ul style="list-style-type: none"> • To provide staff development in counselling techniques and workshops in relevant material to support the on-going development of the well-being of our pupil body. • To ensure that there is an uptake of regular personal continuous professional development and up skilling in counselling, and to maintain contact with other school groups of school counsellors.
5. Parent Participation Programmes and the wider community	<ul style="list-style-type: none"> • To ensure that a coherent programme is in place to engage with the Parent body and to further their understanding of British independent education in Almaty. This will include programmes on the academic and pastoral life of the school. • The programme will also assist parents in parenting skills and a

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	wider understanding of a healthy lifestyle for young people.
6. Marketing	<ul style="list-style-type: none"> All directors and leaders have a responsibility to ensure the marketing department is aware of best practice in the school and uses them to market programmes such as the Parent Participation Programme
Key Relationships: Internal The Head, SLT, school academic staff and the school medical centre. External Parents, Governors and other educational providers as required. Specialist private services with doctors and community groups specialising in mental and social care and other counselling and hospital services in and beyond Almaty.	
Other important features or requirements of the job: <ul style="list-style-type: none"> Work closely with the School's leadership team to ensure effective implementation of the School's strategic plan and to take a central role in that process Lead with the heads of School to ensure continuity in pastoral systems across phases of the School Lead by example in all professional matters ensuring that all teachers and pupils observe matters such as dress, punctuality and mutual support Contribute to the development of the overall Haileybury vision and ensure that pupils, staff and parents all understand and subscribe to that vision Be available to advise academic staff and individual pupils, ensuring that, so far as possible, each person's individual needs are met so that they can exceed their potential, and that pupils' progress is maintained in an effective way Attendance at camps, expeditions, parent information evenings, community events. Representing the school at official functions as and when requested by the Headmistress Haileybury Almaty is committed to safeguarding and promoting the welfare of children and young people and expects all staff and those connected to the school to share this commitment 	

III. Person Specification

	Essential	Desirable
Behaviours	<ul style="list-style-type: none"> Be a role model for Haileybury Staff Code of Conduct. Be highly motivated, ambitious and collaborative. Have high levels of honesty and integrity in 	<ul style="list-style-type: none"> Show evidence of establishing clear goals and objectives for team members, which fed into the

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	<p>aspects of their role.</p> <ul style="list-style-type: none">• Demonstrate empathy, humility and genuinely care about staff, taking the time to listen and motivate them.• Be able to think strategically, drive improvements in the teaching and learning experience across the school and maintain an optimistic attitude in all interactions with staff.• A clear and demonstrable grasp of theoretical bases underpinning the process of counselling• The ability to show how the above informs the applicant's approaches to counselling across the spectrum of human development• A thorough knowledge of Child Protection and safeguarding in Almaty and international schools• Familiarity with SEND	<p>school's strategic development plan.</p> <ul style="list-style-type: none">• Objectivity• Patient• Non- judgmental• Safe Presence• Cooperative• Inviting• Bilingual• Proven ability to remain calm under pressure
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Skills and Knowledge	<ul style="list-style-type: none"> • Have excellent organisational skills and systematic record keeping • Demonstrates the ability to manage change and work under pressure within those changing circumstances. • Have excellent communication skills along with the ability to listen and understand. • To maintain a client centred approach, • Be approachable • Enthusiasm for working with children and young people • A mature and non-judgmental outlook • Possess an understanding of the key issues impacting on young people's lives today • Ability to liaise as necessary with other agencies and individuals to help effect positive change based on the issues raised by clients • Demonstrates good coaching skills within a team environment. • Has the ability to contribute to the positive management of pupil behaviour. • Has the ability to inspire both adults and young pupils. • Demonstrates outstanding interpersonal skills and the ability to relate well to a wide range of people. • Is flexible, can readily show good will to help others 	<ul style="list-style-type: none"> • Computer skills • Highly developed counselling skills through education and experience • Problem Solver • Excellent communication and listening skills • Child Protection and Safeguarding certification for DSL • Patience, tolerance and sensitivity • Some Russian language ability • Understanding of Child Development • Culturally Sensitive • Critical Thinking Skills • Be committed to the concept of inclusive education and high expectations and achievements for all pupils • Able to work well under pressure, exercise thoughtful judgment and display sensitivity
Experience	<ul style="list-style-type: none"> • Worked in a school environment • Possess relevant experience in a helping profession, either paid or voluntary • Experience of working and liaising with other agencies and with a diversity of client groups 	<ul style="list-style-type: none"> • Worked in private practice or worked in public practice • Worked with children • An enhanced Police disclosure • Experience of organising workshops and providing training to others

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Qualifications	<ul style="list-style-type: none">• Bachelor Degree in Counselling, Social Work, Human Services. Play Therapy or relevant degree or certification in a counselling field.	<ul style="list-style-type: none">• Master's Degree in Counselling, Social Work, Human Services. Play Therapy or relevant degree or certification in a counselling field.• Evidence of involvement in relevant CPD
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